‘A journey of a thousand miles begins with a single step’

Chinese philosopher Laozi
A journey through eTwinning

road map

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‘A journey of a thousand miles begins with one small step’

Chinese philosopher Laozi

Who are you? You are a teacher working in a school somewhere in Europe. Maybe you’ve already heard about eTwinning, perhaps from a friend or a colleague. Maybe you’ve read about it in the staff room or the local newspaper. Are you curious to learn more? By already having opened this book, you have taken the first step on your eTwinning journey and we will do our best to satisfy your curiosity.

eTwinning, from its very beginning, is about people and collaboration. Collaboration between teachers and between pupils. Collaboration involving school librarians, ICT coordinators, head teachers, parents, National Support Service staff and a myriad of other educationalists from thirty-three countries united in a common purpose: to link and learn together in the largest social network community for teachers in Europe.
What can you find in eTwinning? To begin with, you can find and make contact with other teachers, get to know them and learn about their schools and their attitudes towards teaching. It is a community of almost 200,000 teachers, just waiting for you to explore it! To enter, you simply register on the eTwinning Portal at www.etwinning.net.

Using the tools described in Chapter 1 of this book, you can begin your journey by meeting and sharing your ideas with these teachers through your eTwinning Desktop. For most ‘eTwinners’, the next step is to look for a partner to work with in a collaborative eTwinning project. In this chapter, you will find a very easy guide to doing this in the Five steps to finding an eTwinning partner. A further step is to begin to use eTwinning for your own professional development, in order to build upon and strengthen your existing pedagogical skills.

‘But why should I get involved?’ we hear you ask. Chapter 2 will help you to further develop ideas about the project route of eTwinning. We shall explain all the benefits for you as a teacher and for your pupils. It is an expansion of minds and horizons. We could have chosen to talk about all the positive effects of working with colleagues in your school and beyond; however, more compelling than this, in Chapter 3 of this book you can read the words of teachers involved in eTwinning as they speak of their journeys: their teaching methods, the motivation of their pupils, the support of colleagues and how they have made friends across Europe. In short, it shows how eTwinning helps to make teaching and learning fun.

eTwinning is now a significant community of school teachers in Europe. As mentioned above, the process of involvement is simple: register, contact teachers in the community, find a partner, develop a project idea based on resources available on the eTwinning Portal and start working. You may also get the opportunity to attend the annual eTwinning Conference, or attend a Professional Development Workshop with other European teachers. Each month you will receive a newsletter with the latest happenings in the eTwinning community. What could be easier?

Now you know a little more about eTwinning. Read the rest of this book to see how other teachers, like you, started and made progress. At the end, you can take that first small step and register online for eTwinning at www.etwinning.net. We look forward to meeting you there!

Anne Gilleran
Senior pedagogical adviser

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1. The eTwinning Portal (www.etwinning.net) and its entire content is available in twenty-four European languages.
Planning your journey
LOOKING FOR A TRAVELLING COMPANION?

WHICH DIRECTION SHALL I TAKE?
What direction shall I take?

eTwinning is a European action designed to help teachers connect with each other, in order to meet, share and work together as a network community. It can be challenging to describe eTwinning in just a few words, such as the richness of opportunity it offers in various areas, but Diagram 1 does this in a visual way.

If you are a registered teacher, eTwinning has two main areas of action. The first involves communication and collaboration, primarily between teachers using tools on their personalised Desktop. It also involves communication and collaborative work between teachers and pupils, when they are involved in an eTwinning project using a special tool called the TwinSpace.

The second area of action is its involvement in Continuing Professional Development (CPD). eTwinning offers you the opportunity to develop your professional skills by participating in online activities such as Learning Events, Teachers’ Rooms, and eTwinning Groups. There is also a wide range of face-to-face professional development activities in which you can take part.

eTwinning also offers you a high level of support, both in your country, through your National Support Service (NSS)\(^2\) and your eTwinning Ambassadors, as well as at European level through the Central Support Service (CSS)\(^3\).

In short, eTwinning:

- Is connective & non bureaucratic
- Offers recognition through prizes, the ambassador network and conferences
- Offers tools, support and opportunities for professional development
- Builds quality assurance at national and European level in the form of Quality Labels
- Provides a high level of support

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2. A full contact list of all thirty-four National Support Services (NSS) is available at the end of this book.
3. The Central Support Service (CSS) is run by European Schoolnet on behalf of the European Commission’s Directorate General for Education and Culture (DG EAC).
The Desktop is where teachers present themselves through their profile to the eTwinning community. They can also contact other eTwinners by mail and search for partners and do many other things.

In the TwinSpace partners work on project planning in Staff room; update activities, write in the Project blog, get their pupils to work in Public Corner, etc.

Are short, intense, online activities; designed to stimulate the interest in a topic of relevance to eTwinning work. Characterised by intensive discussion and exchange.

Communities of practice based on a tropic or subject area where teachers meet and interact over longer periods of time.

 Registered teacher

Teacher communication & collaboration

Professional Development

PERSONAL DESKTOP

PROJECT TWINSPACE

LEARNING EVENTS

ETWINNING GROUPS


eTwinnings supporting teachers

SCHOOL

AMBASSADOR

National Support Service

Central Support Service
One of the first steps many teachers make in their eTwinning journey is to look for a partner to work with on a project. Finding a partner that is compatible can sometimes be a challenge. In this section we will provide you with a very simple five-step checklist to bear in mind when searching for a partner, as well as some hints as to what to think about when you do eventually embark on a project.

Finding the right partner(s) is one of the most important first tasks when embarking on an eTwinning project. To help you find the most suitable partner for you, your pupils and your school, here are Five Simple Steps to guide you through the partner finding process and kick start your eTwinning journey!

1. Update and refresh your profile: make it easy for others to find you
2. Be aware of your own expectations: who would you like to find?
3. Look for a project partner: use the eTwinning platform and its tools
4. Keep in touch: once you’ve decided to work together, communication will be key throughout the life of the project
5. Participate in other activities: Online and offline events organised by eTwinning will connect you with other teachers who have similar interests.
1. UPDATE AND REFRESH YOUR PROFILE

A Ensure that you are showing as ‘available’ to start a project.
This will encourage other eTwinners with similar interests to contact you.

To do this:
• Log-on the eTwinning desktop http://desktop.etwinning.net
• Click the ‘Profile’ tab
• Go to ‘My eTwinning Life’ on the right hand side
• Check that you’ve clicked yes in response to ‘I am ready for an eTwinning project’.

B Add a picture to your profile.
Whether a picture of yourself or an image you like, an image will encourage others to get in touch with you

To do this:
• Click on ‘Edit Profile’
• Go to ‘Photo Gallery’ and upload your picture

C ‘About Me’ and ‘My Journal’: tell the community a little about yourself.
What would you want to know about a potential project partner?
Write a short, interesting text about yourself, your professional interests, your school, your experience and your ideas for eTwinning projects. Always write in the language in which you want to run the project.

2. BE AWARE OF YOUR OWN EXPECTATIONS

Start thinking about your project idea. Projects should always support and enhance the existing curriculum – eTwinning projects are not meant to create extra work for you and your pupils.

• What kind of partner school would I like?
• What age group should the pupils in the partner class be?
• What will our communication language be?
• What subject areas do I want to pursue?
• What specific project tools do I want to use?
• How will this collaboration be a more effective learning experience for my pupils?
Having a thought-out project idea will encourage teachers with similar ideas to get in touch.

Give your project idea a catchy and clear name - e.g.

😊 Geography/History/French project
😊 How did we get here? Stories of Migration – Age 15-17 in French/English

**Need inspiration?**
www.etwinning.net/inspiration/kits

3. LOOK FOR A PARTNER

A Use the ‘Find eTwinners’ search engine

To do this:
- Log on the eTwinning Desktop http://desktop.etwinning.net
- Click the ‘Find eTwinners’ tab.
- You will see two search options:
(1) a Quick Search and (2) a Category dropdown search.

If you know the name of the teacher you wish to contact, then you can use the Quick Search. If you wish to do a more specific search, simply select from the Category dropdown menu. You may need to try a few different search options, to either narrow down the results or widen your scope. When you click SEARCH, a list of potential partners that match your search will appear. They are sorted by last login, but can be also listed in alphabetical order.

While viewing eTwinners profiles, bear in mind that not everyone is necessarily active. To give you an idea of individuals’ activity, you can check to see when they last logged in. To get in touch with an eTwinner, you can send them an eTwinning message or reply to one of their ‘My Journal’ posts, with a related comment or question. To add someone to your ‘My Contacts’ list, you can send a contact request (see Step 4: Keep in touch).
B The Forums
The partner finding Forums are a great way to reach other European teachers who are using eTwinning. You can search the Forum and either reply or create your own posts. There are eight forums, divided by age groups, four: ‘eTwinning Forums’ for teachers interested in any and all eTwinning activities and four ‘Comenius Forums’ for eTwinners who are interested in combining an eTwinning project with a Comenius Partnership.

To do this:
- Log on to the eTwinning Desktop http://desktop.etwinning.net
- Click the ‘Find eTwinners’ tab
- Go to one of the ‘eTwinning Forums’ on the right hand side, choosing the appropriate age group to see a chronological list of all posts.

C Create your own partner-finding post

To do this:
Select the appropriate forum for you and click on CREATE MESSAGE. A blank message box will appear which you can then fill in.

The message should be short and contain the most important information about your project idea. Indicate the age of your pupils and the subject(s) and language(s) you’d like to include in the project. For inspiration, have a look at the posts with the most replies to get an idea of what works well.

- **Subject:** Enter as many subjects as are relevant to your search, by holding down the CTRL key and clicking on all relevant ones.
- **Tags:** Choose the keywords from your post, and add these as tags so that when other people search these keywords, your post will come up, e.g., Primary, Olympics, French.

To keep track of the replies to your post, check the ‘Your Messages’ box in your Desktop. Under the ‘Find eTwinners’ tab, the box is on the right-hand side above the forums.

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4. Comenius Partnerships provide bi- and multilateral grants for cooperation between schools in different European countries focusing on common interests through a common project, similar to eTwinning. In bilateral School Partnerships the grant covers the costs of a reciprocal class exchange. For more information: http://ec.europa.eu/education/comenius
4. KEEP IN TOUCH

When you start to receive messages from other teachers concerning your project ideas, you should always try to answer them promptly.

- **Be polite**: Let them know whether you’re interested – as well as if you’re not!
- **Be patient**: After 10 days if you still have no messages, resubmit your post on the forum taking the opportunity to re-word, and review your profile.

Contacting teachers to talk about your project ideas is easy on the eTwinning platform; however, it’s important to use the tools appropriately to get the best results.

**A My Journal**
Your ‘My Journal’ is part of every eTwinning profile. You can subscribe to the journal posts of your contacts and can use your journal to publish information, such as: news on your projects, interesting links, etc. You can also reply to others’ posts.

**B Private message**
You can send private messages to any eTwinner. You may describe your project ideas and explain why you think they might be suitable partners – keep your message short, but personal. Don’t send the same impersonal message with your project idea to many teachers. This kind of mass mailing is considered SPAM.

Once you have found someone you’d like to work with, take the time to discuss your ideas. Think back to the answers you gave yourself to the questions in Step 2 to determine if the teacher matches your expectations. Talk about your objectives, your timetables and holidays, the technologies you can access, and the time commitment you can offer to further develop your project plan.

**Which language should we use in our project?**

When looking for an eTwinning project partner, language is an important issue. You should think about it beforehand:

- **What language(s) do you want to use in your project?**
- **Is the level your pupils have achieved in the chosen language high enough?**
- **Most eTwinning projects are implemented in English, but you can use any other language. It is important to ask your partner about the fluency of his/her pupils in the chosen language, as the classes should have similar language levels.**

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5. SPAM is most often considered as unsolicited electronic messages, i.e., junk mail. Teachers found to be repeatedly spamming others on the eTwinning platform will be contacted by their NSS and may lose their user rights if such behaviour continues.
C Add to ‘My Contacts’
Once you have found an interesting colleague, who for instance may become a suitable partner for a project or a companion for a more general eTwinning journey, be sure to add this teacher to your My Contacts list first.

To do this:
• Use the search engine in the Find eTwinners tab (Step 3).
• Click on this icon beside the teacher’s name.
This will send a contact request to this person that they must then accept.

5. PARTICIPATE IN OTHER ETWINNING ACTIVITIES
Throughout the year, there are a number of eTwinning events taking place online and offline. You can participate in a regional contact seminar or a Professional Development Workshop (PDW) to connect with another teacher. You may also take part in an online Learning Event which allows you to meet teachers from across Europe as you work together on a certain topic. The events are led by experts and include active work as well as discussion.

To do this:
• Contact your NSS if you’d like to participate in a contact seminar or PDW. They are often announced in the News section of your eTwinning Desktop.
• Application to an online Learning Event is open to all registered eTwinning teachers.
Information on upcoming events is available on your eTwinning Desktop.
WHAT IS AN ETWINNING PROJECT?

Teachers from at least two different European countries create a project and use Information and Communication Technologies (ICT) to carry out their work.

who can participate?
An eTwinning project can be carried out by two or more teachers, teams of teachers or subject departments, librarians, head teachers and pupils from schools across Europe. Collaboration can be within the same subject or cross-curricular through the use of ICT.

WHAT CAN I DO IN AN ETWINNING PROJECT?

You can work on any topic you and your partner wish to work on. Projects should have a good balance of ICT use and classroom activities and should, as much as possible, fit into the national curricula of the schools participating in the project.

Definitely not! One of the objectives of eTwinning is to improve your abilities in ICT and to make it part of daily life in the classroom. eTwinning caters to all levels of ICT knowledge.

Do I need to be an advanced ICT user to be involved?

Yes!! If you believe that your eTwinning project deserves an extra mark of success, then you can apply for the National Quality Label through your eTwinning Desktop under the section ‘Labels’.

CAN I GET RECOGNITION FOR MY PROJECT WORK?

Yes!! If you believe that your eTwinning project deserves an extra mark of success, then you can apply for the National Quality Label through your eTwinning Desktop under the section ‘Labels’.

17
Project planning

the eTwinning ‘SMART’ method

You can use the eTwinning ‘SMART’ method, as a basic project-planning tool:

**Share**
Agree on a Shared Plan – most of us will have an idea of what kind of project we would like to do, but it’s important to develop your project plan with your project partner(s). Also, involve your pupils in the project-planning phase as much as possible, so that they can share in the project’s creative development.

**Motivate**
Get your pupils excited – choose a topic that is interesting to you, your colleagues in other countries and your pupils. Having an authentic audience in another country is incredibly motivating for your pupils; however, it also helps if the subject matter is one that interests them as well.

**Adapt**
Make sure your project idea is a living one – we can’t predict how things might develop and change during the ‘life’ of a project, so it’s good to be flexible and have an open-mind about the direction you’re going in. It’s the journey that counts, not the destination!

**Record**
Document your work. Try to involve your eTwinning work in your regular Lesson-planning – experience shows that projects will be more manageable and successful, if they fit in with work you’re already doing as part of the curriculum.

**Take it Easy**
Enjoy yourself! eTwinning projects are a fun way to link with other countries and motivate your pupils. Enjoy the experience of communicating and collaborating with teachers and pupils all over Europe!

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6. SMART is an acronym based on the English word ‘smart’ meaning clever, where the letters stand for various actions.
And don’t forget to stay ‘SMART’— start with a few simple activities which you can expand on and develop, as the project progresses.
Suggested routes
Education is the combination of many different subjects, all of which, in their own way, give pupils a way to explain how the world works and how to analyse and understand it. For example, it is possible to associate science, history and literature and explain how they interact. You may want to show your pupils that our understanding of science evolved throughout history, by pointing out how writers and thinkers have seen science according to the values of their own time. This is only one possibility among many and we believe that you probably have many other ideas to provide your pupils with a broader and more transversal education.

In this chapter you will see blueprints - Project Kits as we call them - of projects that have combined several subjects.

They demonstrate that transnational education partnerships are not only useful for foreign languages, but have relevance in all subjects from astronomy to physics, maths, art and history. They also show that combining different subjects can be an original and successful way of teaching. This will be interesting not only for your professional development, but also for your school, as it can add an international aspect and pupils are always excited to work with children from other countries.

We receive many positive reactions from teachers, such as this one from Wilma Gordon, teacher in the Mid Calder Primary School in Scotland: ‘The pupils were inspired and motivated. They had a great deal of fun working collaboratively on the many different projects. More importantly, they gained increased confidence in speaking a foreign language. Many other classes in the school are now wishing to find partners in other countries.’ Have a look at the Project Kits we have selected and do not hesitate to use one yourself or even create your very own.
**A TASTE OF MY LIFE**

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<tr>
<th>TITLE</th>
<th>QUICK LOOK</th>
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<tbody>
<tr>
<td>PRIMARY SCHOOLS</td>
<td>Subjects: Cross Curricular</td>
<td>Pupils share features of their hometowns. They compare their cultures with other European countries. They research and get to know a partner country and prepare a presentation. In the end, they learn not only about another culture but also about their own.</td>
<td><a href="http://www.etwinning.net/en/kits/a_taste_of_my_life">http://www.etwinning.net/en/kits/a_taste_of_my_life</a></td>
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<td>subjects</td>
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<td></td>
<td>Age group: 2-16</td>
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<td>Level: Easy</td>
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<tr>
<td></td>
<td>Duration: 6 months</td>
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<td>ICT Tools: Web publishing</td>
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**BE TWIN –BUILDING ETWINNING TEAMS**

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<tbody>
<tr>
<td>PRIMARY SCHOOLS</td>
<td>Subjects: Cross Curricular,</td>
<td>The project integrates eTwinning into daily teaching as a methodology, rather than a single experience within a limited space and time. The project can be integrated into all curricula and it is minimally invasive. All it requires is the willingness, curiosity and collaboration of teachers and can be a good starting point for the development of a teacher team.</td>
<td><a href="http://www.etwinning.net/en/kits/be_twin">http://www.etwinning.net/en/kits/be_twin</a></td>
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<td>Pre-school Subjects</td>
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<td>Age group: 3-20</td>
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<td>Level: Easy</td>
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<td></td>
<td>Duration: 1 school year</td>
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<td></td>
<td>ICT Tools: TwinSpace</td>
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### PRIMARY SCHOOLS

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<tbody>
<tr>
<td>Subjects: Citizenship, Cross Curricular, European Studies</td>
<td>Age group: 9-11</td>
<td>The objective of this project is to invite primary school pupils to collect as many examples of non-verbal communication as possible, whether this be from what is observed in the classroom, playground or at home, or found from other sources, such as the Internet. The examples are then the subject of various exercises in class and exchanged and compared with other classes in the project. One of the ultimate goals is to agree upon internationally acceptable ways of saying “thank you” and “sorry” and expressing other significant sentiments, without using words and without suggesting the opposite.</td>
<td><a href="http://www.etwinning.net/en/kits/how_do_i_say_thank_you">http://www.etwinning.net/en/kits/how_do_i_say_thank_you</a></td>
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### DIGITAL FAIRYTALES

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| PRIMARY SCHOOLS|  **Subjects:** Art, Cross Curricular, Drama  
**Age group:** 4-12  
**Level:** Easy  
**Duration:** 3 months  
**ICT Tools:** Audio conference, Video conference, Web publishing | Two primary classes work together on turning a chosen fairytale into a digital presentation. The presentation contains scanned pupils’ pictures and a soundtrack in both languages and the final presentation is published online. To make the experience more real, pupils also produce fairytale-related objects, present the fairytale on stage and organise an exhibition about the project. | http://www.etwinning.net/en/kits/digital_fairytales       |

### FOUR SEASONS

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| HISTORY AND GEOGRAPHY  |  **Subjects:** Physics, Humanities  
**Age group:** 14-16  
**Level:** Easy  
**Duration:** 1-3 weeks  
**ICT Tools:** Virtual learning environment (communities, virtual classes) | Partners collaborate on feast days that are celebrated across Europe due to their astronomical significance. Pupils collect information about the event, exchange it and compare local differences. They then create documentation and publish the results on their school’s website. The combination of scientific and religious topics gives special inspiration, as these topics are normally perceived as contradictory or mutually exclusive. | http://www.etwinning.net/en/kits/four_seasons            |
### HOW DID WE GET HERE? STORIES OF IMMIGRATION

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| HISTORY AND GEOGRAPHY | Subjects: Citizenship, History, Humanities  
Age group: 11-15  
Level: Intermediate  
Duration: 1 school year  
ICT Tools: Audio & Video conference | One of the great aspects of modern society is migration. Pupils come into contact with this theme at home, on the radio and television and among their friends. It is not always easy for teachers to dispel these myths. The project involves inviting a network of classes from as many schools as is practical to study together the migration of people who have left their birth place and have traveled to other parts of their own country or abroad for a multitude of different reasons to gain a better understand the reasons for emigration/immigration and their impact on society. | http://www.etwinning.net/en/kits/stories_of_migration                                      |
## WINTER IN...

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<th>QUICK LOOK</th>
<th>SUMMARY</th>
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<tbody>
<tr>
<td>MATHS AND SCIENCE</td>
<td>Subjects: Cross Curricular, Environmental Education, Foreign Languages, History, Media Education, Natural Sciences, Primary School Subjects</td>
<td>This kit focuses on learning about different kinds of climate. This includes differences between countries, how people deal with extreme climates, the impact on their lives, and so on. Cultural approaches on climate are also to be studied. The objective is to make pupils work with pupils from other countries and other climates, and consider its impact on our daily lives.</td>
<td><a href="http://www.etwinning.net/en/kits/winter_in">http://www.etwinning.net/en/kits/winter_in</a></td>
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**EXPLORING HISTORICAL SCIENTIFIC INSTRUMENTS THROUGH THE WEB**

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</table>
| MATHS AND SCIENCE | Subjects: Foreign Languages, History, Informatics / ICT, Mathematics / Geometry, Natural Sciences  
Age group: 13-19  
Level: Intermediate - Advanced  
Duration: 1 school year  
ICT Tools: e-mail, Forum, Other software (Powerpoint, video, pictures and drawings), Virtual learning environment (communities, virtual classes,..) | Pupils learn about historical-scientific instruments which have changed the course of history. Pupils have access to multimedia resources created by important science museums to discover and explore delicate scientific instruments (e.g., Galileo’s compass, telescope, microscope and others). Partners share their results to contribute to a better understanding of European scientific discoveries throughout history. | http://www.etwinning.net/en/kits/exploring_historical_scientific_instruments |
## PICTURES TELLING STORIES ABOUT EUROPE

### TITLE
- **Maths and Science**

### Quick Look
- **Subjects:** Art, Foreign Languages, History
- **Age group:** 4-18
- **Level:** Easy
- **Duration:** 3 months
- **ICT Tools:** TwinSpace, Video conference

### Summary
- Pupils choose a topic based on important events in their country linked to the EU, create a picture (or series of pictures) based on them, and share and discuss their work and ideas with their partners. Before painting or drawing pictures, pupils acquire the necessary information and knowledge to allow them to understand the complex and abstract circumstances of the topic they have chosen. Depending on the age level, the activity can also explore the pupils’ ideas on the future of the EU.

### Link

## COMMUNICATING SAFELY ON THE INTERNET

### TITLE
- **Technology**

### Quick Look
- **Subjects:** Cross Curricular, Technology
- **Age group:** 5-18
- **Level:** Easy
- **Duration:** 2 months
- **ICT Tools:** Powerpoint, video, pictures

### Summary
- There are many ways to communicate on the Internet. Email. Chat. Forums. All of these require the user to give certain personal details as well as permitting them to interact with others. This series of short activities is designed to help pupils understand the significance of their actions on the Internet. It is a useful set of activities to do with pupils at any point of an eTwinning project (beginning, middle or end).

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<tbody>
<tr>
<td><strong>MATHS AND SCIENCE</strong></td>
<td>Subjects: Art, History of Culture</td>
<td>This project connects ICT and multimedia together to create a cultural journey. Teachers can use this project as a whole or they can choose any part that best suits their ideas. The techniques proposed can be used in almost any subject with appropriate adaptation.</td>
<td><a href="http://www.etwinning.net/en/kits/digital_journeys">http://www.etwinning.net/en/kits/digital_journeys</a></td>
</tr>
<tr>
<td></td>
<td>Age group: 13-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level: Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration: 1 school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICT Tools: Movie Maker, iMovie, Audacity, Virtual learning environment</td>
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</tbody>
</table>

| **MATHS AND SCIENCE** | Subjects: Citizenship, Economics, European Studies | This project explores the European dimension and improves pupils’ ICT skills and foreign languages through creating junior import and export companies. Activities encourage pupils to use creativity, innovation, decision-making and self-reliance to develop a greater appreciation of the need for lifelong learning. | [http://www.etwinning.net/en/kits/enterprise_education_in_the_eu](http://www.etwinning.net/en/kits/enterprise_education_in_the_eu) |
| | Age group: 15-18 | | |
| | Level: All | | |
| | Duration: 1 school year | | |
| | ICT Tools: Photoshop, Video conference presentation tools, word processors, spreadsheets, databases, video applications, digital cameras | | |

<table>
<thead>
<tr>
<th><strong>ENTERPRISE EDUCATION IN THE EU</strong></th>
<th><strong>SUMMARY</strong></th>
<th><strong>LINK</strong></th>
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</table>
### A VIDEOCONFERENCE ON TOLERANCE

<table>
<thead>
<tr>
<th>Subjects:</th>
<th>Citizenship, Foreign Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age group:</td>
<td>14-19</td>
</tr>
<tr>
<td>Level:</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Duration:</td>
<td>3 months</td>
</tr>
<tr>
<td>ICT Tools:</td>
<td>Powerpoint, Video conference, Virtual learning environment</td>
</tr>
</tbody>
</table>

**Summary**

Carry out an eTwinning videoconference on citizenship and tolerance. Pupils acquire necessary information on the topic via resources gathered by teachers. They then have the opportunity to express their knowledge and opinions verbally in a class debate and share them with their partners abroad by videoconference. Finally, they build on the videoconference by creating a common outcome of their choice.

**Link**

http://www.etwinning.net/en/kits/a_videoconference_on_tolerance

### LANGUAGES THAT UNITE US

<table>
<thead>
<tr>
<th>Subjects:</th>
<th>Foreign Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age group:</td>
<td>15-18</td>
</tr>
<tr>
<td>Level:</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 school year</td>
</tr>
<tr>
<td>ICT Tools:</td>
<td>TwinSpace</td>
</tr>
</tbody>
</table>

**Summary**

In this eTwinning project, pupils contact each other to work on various topics and types of texts. Pupils get to know native speakers of other languages of their own age, which leads to an increase in their motivation to learn each other’s language and to use it as a communication tool.

**Link**

http://www.etwinning.net/en/kits/languages_that_unite_us
### E-JOURNAL BRIDGES FOR FOREIGN LANGUAGE LEARNING

<table>
<thead>
<tr>
<th>TITLE</th>
<th>QUICK LOOK</th>
<th>SUMMARY</th>
<th>LINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGES</td>
<td>Subjects: European Studies, Humanities, Language and Literature Age group: 10-19 Level: Intermediate - Advanced Duration: 6 months ICT Tools: Powerpoint, video, Virtual learning environment, Web publishing</td>
<td>Foreign language teachers and their pupils work together and create a collaborative e-journal (e.g., an online diary, newspaper or magazine). This project aims to encourage language learning and intercultural dialogue. Pupils also learn to write collaboratively, with both their own classmates as well as partners abroad, and publish articles online.</td>
<td><a href="http://www.etwinning.net/en/kits/e-journal_bridges_for_foreign_language_learning">http://www.etwinning.net/en/kits/e-journal_bridges_for_foreign_language_learning</a></td>
</tr>
</tbody>
</table>
**GENERATION@SCHOOL PROJECT**

<table>
<thead>
<tr>
<th>SPECIFIC</th>
<th>Subjects: Cross Curricular, Ethics, History, Social Studies</th>
<th>Quick Look</th>
<th>Summary</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age group: 6-15</td>
<td>Intermediate</td>
<td>Connected to the “European Year of Active Ageing and Solidarity”, pupils exchange texts and drawings in their mother tongue or a foreign language on what they have learned from older generations and how they can enhance intergenerational solidarity. This projects sets out to explore how a better society for old and young people can be built. Pupils discuss and exchange their ideas with their project partners and talk about the experiences, dreams and fears of the elderly they have learned about - as well as about their own.</td>
<td><a href="http://www.etwinning.net/en/kits/generationat-school_project">http://www.etwinning.net/en/kits/generationat-school_project</a></td>
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</tbody>
</table>

**EUROPEAN SIGN LANGUAGES – SIMILAR OR DIFFERENT?**

<table>
<thead>
<tr>
<th>SPECIFIC</th>
<th>Subjects: Special Needs Education</th>
<th>Quick Look</th>
<th>Summary</th>
<th>Link</th>
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<tbody>
<tr>
<td>Age group: 13-17</td>
<td>Intermediate</td>
<td>Young people with hearing disabilities can greatly benefit from using ICT to communicate. As a project for Special Needs pupils, this project aims to help hearing impaired pupils to work on their native tongue, a foreign language and sign language. As different countries have different sign languages, this project will help communication across borders by creating a web based sign language dictionary to enable people learn sign language of a different country.</td>
<td><a href="http://www.etwinning.net/en/kits/european_sign_languages-similar_or_different">http://www.etwinning.net/en/kits/european_sign_languages-similar_or_different</a></td>
<td></td>
</tr>
</tbody>
</table>
Inspiration Central Station
In this chapter we present the stories of eTwinning journeys from some of the teachers who have been awarded in the European eTwinning prizes. They will tell you about the activities they organised in their projects, the challenges they faced and the amazing things that pupils produced.

Each featured project has a description of the activities as well as an interview with the coordinating teachers. If you are interested in running a similar project, why not visit the eTwinning Portal where you can read about other projects.
The new adventures of the Twinnies around the world

WINNER OF THE EUROPEAN ETWINNING PRIZES 2012
AGE CATEGORY 4-11 YEARS

Marina Serepanti, 3 Cireolo didattico Chieti (Italy)
Maureen Gould, Godwin Junior School (United Kingdom)
Renata Wojtas, Szkoła Podstawowa nr 32 (Poland)
Magali Grapton, Ecole de Vouillers (France)
Yunus Sanar Memune-Türker Altuncu Primary School (Turkey)

The main aim of this project is to write a common, collaborative story. Based on this, pupils develop their creative-writing, artistic expression and technical skills from cartoon creation to logo design to story writing. The activities of these ‘twinnies’ introduce them to new languages, take them across a range of subjects and allow them to present their creative work to international audiences. All themes align with the national curriculum of each partner school and as the ages of the pupils in each partner school vary, the project is easily adaptable to each partner class’s age and level. As pupils work together, they learn together in a fun, friendly and, often times, humourous way.

The greatest success of this project is in the way that it is able to motivate pupils and make them actively involved in their own learning development. They enjoy themselves, are creative in trying out all kinds of ICT tools to describe and portray their story telling in an interesting way, and in the end, are very proud published authors.

After this first experience, all of the twinnies have gone on to work together on a second collaborative story to stretch their curiosity and creativity even more.
INTERVIEW WITH MARINA SCREPANTI AND MAUREEN GOULD

1. Why did you decide to work on this topic?
We wanted a project that would motivate pupils with something creative and cross curricular, and one that would involve pupils of varying ages. And we wanted it to be exciting! An adventure is defined as being an exciting or unusual experience, and children like this. We created a virtual journey around the world involving learning and discovering interesting facts about different countries and cultures.

2. From your point of view, what were the biggest challenges?
Three of us were new to eTwinning, and so having reliable partners was important to us. Keeping in touch as often as possible with all partners working to the very end also required a lot of work. Having enough time to finish the project, and not being in class enough due to other school commitments meant extra work at home as well as in school as we needed to spend time developing the project and uploading work. Another challenge was to stay on schedule while learning how to use the eTwinning tools, finding suitable times to meet online and all the while trying to remain flexible and open to new ideas. Finally, it was also a challenge to work with pupils of different ages and language levels.

3. What were your pupils’ impressions? What did your pupils get out of it?
Our pupils loved the project. They liked the reality of it, seeing photos of themselves and their partners, working in English, and being able to practice their skills. They enjoyed working in groups and felt like writers, as they used their imagination and creativity within their story. They especially enjoyed the humour in the stories from all partner schools, and some felt it was a good way to discover one’s own country (e.g., geography was no longer boring). By the end, they were proud to hold their work (the book) in their hands and prepared special areas at school devoted to it.

4. How has your project contributed to innovation in your teaching?
The project gave us the opportunity to use modern methods of teaching, ICT, and international collaboration, to give our teaching a new dimension and colour to traditional teaching. As our teaching is flexible, we are always looking for new ways to engage children to make learning fun and exciting. You always learn something new, you meet new people who then share new ideas with you, and you realise that it is possible to collaborate and share ideas even if you live in far-away countries.

5. What advice would you give to fellow teachers to encourage them to get involved in eTwinning?
‘Co-teaching’ is a great experience; sharing knowledge and ideas, experiences, resources and inspiration. Shared work brings people closer together and often turns collaboration into friendship. eTwinning brings a lot of colour to traditional teaching and learning. It is really worth trying.
Act-in-Art

RUNNER UP OF THE EUROPEAN ETWINNING PRIZES 2012
AGE CATEGORY 4-11 YEARS

Anna Karidi Pirounaki, Kindergarten of Kaparelli (Greece)
Kristīna Bernāne, Priekuļu pirmsskolas izglītības iestāde ‘Mežmaliņa’, (Latvia)
Maria José Silva, Jardim de Infância de Porto de Mós, Agrupamento de Escolas de Porto de Mós (Portugal)
Manuela Valecz, Kindergarten Launegg (Austria)
Annette Charles, École maternelle Jules Ferry (France)

This art-based project takes pupils across a wide range of subjects – including maths, ICT, history, geography and physical education – as they learn about the works and lives of five famous European artists: Paul Klee, Gustav Klimt, Kazimir Malevich, Claude Monet and Pablo Picasso.

Each partner starts working on a canvas that follows the style of one of the five artists. Each canvas spends roughly 2 months at a school - where the pupils spend time learning and researching about the artist and contributing to the canvas – and is then sent onto a new partner to do the same. Each time a canvas stops at a partner school, its artwork, as well as a visual biography poster, is developed further.

Each class work independently on their assigned artist every two months, they work collaboratively online sharing resources and photos and uploading their work and impressions on a common Wiki. To communicate and collaborative, the pupils work on a common platform as well as use a wealth of ICT tools such as Skype, YouTube, Glogster, Animoto, Mapfaire and Shapecollage, among others. One of the greatest successes of this project was to see young children excited and interested in the project for a full year, and able to recognise the works and techniques of famous European artists. Parents were very impressed by their children’s new knowledge of art and its relation to history and culture.
INTERVIEW WITH ANNA KARIDI PIROUNAKI

1. What were the main benefits of the project for you?
Pupils, teachers and parents have experienced a change in perspective about what it really means to be educated at school. Teachers and parents saw pupils learn maths, language, etc., in a much more creative way and pupils were able to really feel they had learned something new and enjoyed it.

2. From your point of view, what were the biggest challenges?
The biggest challenge was to coordinate the five partner schools in the best way possible. My main concern was to not create any additional pressure on them, while at the same time keeping the deadlines we had set out. While it was a challenge, the commitment and perseverance everyone showed led to a good and integrated project.

3. What were your expected pedagogical objectives?
We had three major objectives: (1) learn by doing, (2) learn by having fun, and (3) learn from each other. I am proud to report that we achieved all three goals.

4. What were your pupils' impressions? What did your pupils get out of it?
Pupils and parents spoke about art throughout the year, which was an amazing thing. They were enthusiastic and gave teachers the positive feedback they needed to keep going and expand the initial planning in the best way possible.

5. Why do you think your project has been rewarded at the European level?
The main idea was simple and clear and it offered many benefits to all the involved parts using ICT in a creative e-safe way. At the same time, it offered pupils with a ‘real’ thing, a real production, in their hands through the three travelling elements of the project: the canvas, the visual biography and the art book for each artist.

6. How has your project contributed to innovation in your teaching?
Developing such a project over the course of a full school year, forces you to change and adapt your plan as you move forward. There were various benefits, many of which are so obvious that you can’t ignore them and have to be ready to change things if necessary so that things can work better.
GREETINGS FROM SCHOOL
A Taste of Maths (ATOM)

WINNER OF THE EUROPEAN ETWINNING PRIZES 2012
AGE CATEGORY 12-15 YEARS

Valentina Cuadrado Marcos, IES Alonso De Madrigal (Spain)
Maria Teresa Asprella, Liceo Classico ‘E. Duni’ (Italy)
Erik Atsma, Hervormd Lyceum West (The Netherlands)
Eva Bauerová, ZŠ Majakovského (Czech Republic)
Helen Karavanidou, 1st Lykeio Elefsinas (Greece)
Irina Vasilescu, Scoala cu clasele I-VIII, nr 195 (Romania)

Tasting maths is an interesting concept, and this project was certainly very successful in providing some flavour to pupils’ classes. Through different activities, this maths-focused project used subjects such as language-learning, creative writing, cooking, ICT and history to demonstrate and teach the connections between maths and every-day life.

Linking riddles and cooking activities to maths, pupils were able to revise concepts they had previously learned – such as geometry, conversion, fractions and proportions – and apply them to real-life scenarios. They were also able to link maths to their creative sides by writing Fibonacci sequence poetry.

This interdisciplinary project’s forte was in its varied approach in giving its partners different responsibilities based on their own strengths. For example, a partner who had stronger language skills were in charge of creating interesting riddles, while another more technically savvy was in charge of creating the blog, and another was in charge of conducting the project evaluation. In this way, it was an interesting team approach that made it a truly collaborative one, as each partner’s role was essential to the project’s success.

INTERVIEW WITH ALL PROJECT PARTNERS

1. Why did you decide to work on this topic?
   As more than half of us in the project were maths teachers, the decision on the maths theme was easy; however, the connection between it and food was more difficult. Our pupils were asking more and more often, ‘but, why are we learning
this, what is it useful for?, and so we wanted to show them that maths were not so far away from their everyday lives, from food to communication and mutual understanding.

2. *From your point of view, what were the biggest challenges?*
At first, we expected it would be a challenge to start a project with six country partners, but it proved to be easier than expected: communication was fluent, quick and smooth, and collaboration was excellent. The biggest challenge was in fact how to embed the project in each of our curricula. With so many partner schools, it is difficult to be at the same level in maths and the order pupils learn a maths topic varies from country to country. In some partner schools, we had to do the project aside from daily maths lessons. For the non-maths teachers, their additional challenge was to overcome their maths phobia. Not only did they manage, but also with the help of colleagues and pupils, they developed a newfound appreciation for the subject!

3. *What were your expected pedagogical objectives for this project?*
The objectives of the project can be seen in its title, because the title – ‘*A Taste of Maths*’ – can be interpreted in different ways: First, the main aim was to develop children’s taste for maths, and their appetite for it. Second, we tried to make a connection between maths and daily life, and we chose gastronomy and cooking traditions for this purpose. Third, as we wanted to make the connection between maths and real life, we didn’t deal with overly complicated mathematical concepts, but instead with easy ones that everybody could understand. In this way, everyone could grasp the concepts, no matter their level.

4. *What were your pupils’ impressions? What did your pupils get out of it?*
It was a completely new way of learning maths for them. Their motivation increased and their level of English improved considerably. Pupils who didn’t want to participate in the project at the beginning, then became very interested. An unexpected reaction was to the Fibonacci poems: it was a task that emerged during the project, not intended initially. When we found out about this kind of poetry, we decided to try to write our own. We planned to have one or two poems per team, and surprisingly, we got about 90 of them, because our pupils liked this idea so much they all wanted to create their own poem.

5. *What advice would you give to fellow teachers to encourage them to get involved in eTwinning?*
eTwinning is such a powerful ‘virus’ that, once you’ve tried it and seen your pupils’ reactions, joy, and desire to go on learning this way, you cannot stop. It’s not always ‘*la vie en rose*’, but it is so motivating that one can overcome obstacles. It enables you to be in contact with other teachers, so that you can learn from them to add to your professional development as a teacher. But most of all: it is a lot of fun! Just give it a try!
As its title simply suggests, this project is an excellent example of the core existence of eTwinning in that it focuses on the use of new ICT tools to make learning more fun and teams pupils up with partners in other countries so that they main learn as a team rather than individuals.

With an emphasis on ICT tools that were very new and therefore lesser-known, even to the pupils, teachers spent time learning how to use a large array of ICT tools for a number of subjects – primarily for maths and language learning – so that pupils could learn in a new and hopefully more attractive way. Pupils paired up with partners in other countries to work on a number of activities ranging from maths quizzes to personal interests and cultural traditions.

One of the greatest results of this project was not only the curricular knowledge gained but also the confidence it gave to all participants – teachers and pupils alike. The project used English, which was not any of the partners’ native tongues, to communicate and in the end all felt more confident in speaking English, and more confident in terms of sharing their ideas and being creative.

Finally, an impressive aspect of this project is that while none of the teachers were ICT teachers, nor did they have any previous computer studies, they strove to learn a large number of tools well in order to pass them onto their pupils.
INTERVIEW WITH AGATA CZARNIAKOWSKA

1. What were the main benefits of the project for you?
All teachers behind the project not only vastly improved their ICT skills but also developed their teaching techniques. My colleagues and I also improved our communication skills in English, and as a result we are much more confident when using it. At the moment, we are great enthusiasts of eTwinning; it is our hobby and a kind of positive addiction!

2. From your point of you, what were the biggest challenges?
The project was demanding, as we had to learn how to use the new Internet tools on our own, sometimes help our partners with them and then teach our pupils. It was challenging and time-consuming, especially since none of us are ICT teachers and had not had any previous training in computer studies. We were lucky we could work in a team, as working out all the tools would be too much for one person.

3. What were your pupils’ impressions? What did your pupils get out of it?
Our pupils were very excited. Thanks to the project, our pupils broadened their knowledge in areas such as mathematics, English and computer science. They became familiar with the newest Internet sites and improved their teamwork and presentation skills – which was particularly important for shyer pupils. They improved their self-esteem and as a result increased their confidence. They aren’t afraid that people will judge them or think of them negatively. They are now more likely to make use of the newest technologies, which help to save time, paper and allow for more creativity.

4. How has your project contributed to innovation in your teaching?
Modern technologies used in the project made our lessons more attractive to everyone. The project encouraged pupils to become familiar with statistical tools and improved their mathematical knowledge. Participation in online brainstorming allowed us to share opinions with our foreign colleagues and encouraged pupils to express themselves in English. Interactive forms of writing exercises increased the degree in which pupils were involved with the project. Games and quizzes created by the participants were also an interesting way to gain, consolidate and test the acquired knowledge and skills.
GREETINGS FROM SCHOOL
WINNER OF THE EUROPEAN ETWINNING PRIZES 2012
AGE CATEGORY 16-19 YEARS

Cristina Chiorescu, Grupul Școlar ‘Dr Mihai Ciucă’ (Romania)
Claudine Coatanéa, Lycée Marguerite Yourcenar (France)
Lucyna Nocoń-Kobiór, Zespół Szkół nr 1 w Pszczynie, Pszczyna (Poland)

This project highlighted the importance of intercultural education by allowing pupils to choose project activities and topics of discussion in order to promote collaboration between the three partner schools. Using a wide variety of ICT tools, teachers encouraged pupils to go outside the classroom context in order to learn new things from each other and their international partners.

Pupils found creative ways – beyond text and emails – to pose questions to their partners about their interests and culture. For example, when asked some questions from their partners, one class decided to record their answers through MP3 files as if they were being interviewed on a radio show. Pupils then developed articles about each other and uploading their reporting on the TwinSpace.

As was its goal, one of the greatest results of this pupil-based project was that it really took pupils out of the classroom and opened their mind the world around them, the real situations, and made them more aware of their European citizenship and how much they and their partners – now new friends – have in common. By the end of the project, teachers were confident that their pupils were prepared for their future studies and professional lives in an international context.

INTERVIEW WITH CRISTINA CHIORESCU, CLAUDINE COATANÉA AND LUCYNA NOCOŃ-KOBIÓR

1. Why did you decide to work on this topic?
We decided to work on this topic because it was interesting, catchy, and open. It was an opportunity to get our pupils to work on all language skills (speaking, listening, writing and reading) in genuine situations. It’s at the same time a challenge for pupils to interact with other teenagers, try and understand their
points of view, see the world through the eyes of other teenagers from Europe, and
to broaden their minds. We wanted to open their eyes to the world, to make them
aware of themselves as persons ready for a career, for an independent life, and
help them understand they are part of a worldwide community where they have
their place and their role within all the good and bad things life can offer.

2. What were the biggest challenges in running this project?
Setting up pupils’ self-discipline, self-control (as a typical problem while working
with an e-learning platform, asynchronous communication, and a working/
studying process was a real challenge. Overcoming the fear of facing the unknown,
of using the e-learning tools, shyness in communication with people from outside
close environment was also difficult. For example, overcoming national prejudices,
learning to accept differences (e.g., a different accent when using English as a
foreign language) and establishing a reliable partnership among pupils from 3
different countries.

3. What were your pupils’ impressions? What did your pupils get out of it?
At first, they were a bit disorientated and bewildered. Over time, more and more
became excited and curious and by the end, they were proud of themselves for
having reached a common goal. Pupils gained more self-esteem, confidence, self-
awareness, responsibility and leadership. They developed new great friendships,
were actively collaborating with partners, and were more confident in English.

4. How has your project contributed to innovation in your teaching?
It has allowed us to understand that teaching nowadays is less a task of providing
proper knowledge and more a task of guiding and helping pupils grow in order
to prepare them for a career and an adult life. It has allowed us to discover new
media tools, online virtual publications, and understand the necessity of openness
to learning and constantly acquiring new ways to educate.

5. What advice would you give to fellow teachers to encourage them to get
involved in eTwinning?
Be flexible and open-minded but also disciplined and systematic as far as
scheduling and communication is concerned. Be supportive and respectful towards
pupils and partners, keep smiling - optimism is as contagious as pessimism -
and be tolerant to national differences in attitudes, ways of speaking and ways
of thinking. Enjoy cooperation (do not do everything yourself), maintain good
communication, be a good listener, and don’t ruin the fun by being bossy. Finally,
ever give up! Teamwork is always the number one rule in any project.
RUNNER UP OF THE EUROPEAN ETWINNING PRIZES 2012
AGE CATEGORY 16-19 YEARS

Isabel Monteiro, Escola Secundária de Pinheiro e Rosa (Portugal)
Marta Pey, Institut Jaume Callis (Spain)
Mauricio Gallego del Naredo, IES Escultor Juan de Villanueva (Spain)
Rickard Hagerberg, It-gymnasiet Göteborg (Sweden)

It is sometimes easy to focus on the negative aspects when discussing Internet safety – what not to do, what might happen, etc. However, this project was successful in exploring this very important topic by providing an excellent balance between both the positive and negative aspects of Internet safety. Pupils were able to consider the topic in a positive light and thus gain a better sense of personal responsibility and smart decision-making online.

Using a well-organised calendar, pupils worked together to perform tasks and discuss Internet safety. They prepared questionnaires, searched for information, exchanged ideas through chats, forums and videos conferences, and wrote about their findings and impressions in published articles. As they were able to approach the topic positively, i.e., that the Internet was overall a great tool for them in their lives, they were able to more easily accept and consider facts about Internet safety that they would not have previously believed.

While Internet safety was the main focus on the project – from cyberbullying to tracking important global events – the project was also able to integrate other subject areas such as language learning, history and computer science. And the impressive part is that all four schools were able to integrate their eTwinning work directly into their respective national curricula.
INTERVIEW WITH MARTA PEY

1. Why did you decide to work on this topic?

The topic of Internet safety is one of my main concerns, especially when I see that young people use the Internet without being aware of the risks it entails. The idea came to me when one police officer came to my school to give a speech to pupils about Internet safety and when she asked them how many ‘friends’ they had on Facebook - and most of them said more than 500, more than 900 - and when they said that they gave their passwords to ‘friends’, I couldn’t believe my ears! Even the pupils I considered to be bright and sensible didn’t realise all the consequences that their actions could bring. So, I thought the idea of working the topic in an eTwinning project might be a good way to teach them about the dangers, but also the benefits that the Internet can offer in a motivating, collaborative and innovative manner.

2. What were your expected pedagogical objectives for this project?

My main aims were to make them aware of the benefits and risks that exist on the Internet. We also made sure that we didn’t just focus all our activities on the ‘bad things’ that come out of Internet use. For example, we did of course deal with cybercrimes, but we also worked on the many ‘good things’ that the Internet has to offer, such as planning trips, cultural events, social networking according to preferences, schoolwork help, and real-time tracking of global current news, among others. I am confident that I reached all my objectives, based on the comments I received from my pupils during and after the project.

3. What were your pupils’ impressions? What did your pupils get out of it?

My impression is that my pupils had fun while working in the project and, at the same time, were a bit surprised about some of the facts they were learning. It seemed to really make them consider the power of the Internet more than they did previously.

4. How has your project contributed to innovation in your teaching?

Although this has been my seventh eTwinning project, it is the first one that was integrated in an existing subject in the curriculum (called ‘tutory’), rather than only being integrated in language learning classes. It has proven that eTwinning is such a versatile and flexible tool that you can carry out a project in Spanish and integrate it in different subjects (e.g., Spanish as a foreign language in the Swedish and Portuguese schools, informatics in the Asturian school in northern Spain, and tutory in my own school.)
GREETINGS FROM SCHOOL
Carpe Nuntium: voilà nuestra ‘FrItaliananza’

WINNER OF THE EUROPEAN ETWINNING PRIZES 2012
SPECIAL CATEGORY: SPANISH LANGUAGE

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In this project, French and Italian pupils put their Spanish language skills to work by learning to become real journalists through research, interviewing, writing and broadcasting their very own news. For both partners, the topic is an ideal one because it fits very well into their existing curricula.

Using culture as a starting point, pupils in partner schools start to learn about the day-to-day lives of their European partners, their history and, of course, their current affairs. Pupils get to know one another and together they learn about the structure, vocabulary and intricacies of broadcast news and online news programming.

This project is excellent not only because it was allowed pupils to advance their skills in two subject areas – Spanish and broadcast journalism – but also because it helped develop self confidence, empathy and a genuine active interest not only in their own region or country’s current affairs, but that of their partner’s country, Europe and the world at large.
INTERVIEW WITH LAURA CARBONELLI

1. What were the main benefits of the project for you?
The main benefits were to have learned together with my pupils about the relationship between technology and news production; to have collaborated with partners and colleagues in other schools; and, to have felt part of a wide network of teachers.

2. What were the biggest challenges in running this project?
The challenges during our project were also our goals: to learn a foreign language with the use of technology; develop a critical attitude towards newspapers and online news; to be creative; and, to collaborate with teachers and pupils.

3. What were your pupils’ impressions? What did your pupils get out of it?
From the very beginning, pupils worked on the project with great enthusiasm and interest. They chose the title by voting for the best title suggested by the two schools. Carpe Nuntium in Latin means, ‘catch the news.’ Fritalianza is made from the following initials FR (France), IT (Italy) and the word alianza (alliance), which represents our collaboration in Spanish and French.

4. Why do you think your project has been rewarded at the European level?
I believe it has been rewarded because it has run a variety of activities that were developed by the pupils with excellent creativity. Step by step, you can see through their work how they gained interest in reading and watching news in foreign languages and obtained a greater awareness of newspapers and news programming. The pupils practiced their Spanish language skills in a real environment as they became real journalists and produced their own European broadcasts.

5. How has your project contributed to innovation in your teaching?
I’ve experienced the benefits of collaboration between teachers to ensure the success of a pedagogical project and have had the opportunity to compare various school systems and learn new things. I’ve received pupil feedback through blog titles such as ‘The ideal teacher’ and the ‘How to improve our school’ forum. Our school has opened its door to European projects.
To promote critical thinking, to develop opinions and to provide an activity where French is the working language, this project aimed to produce a newspaper blog written solely by pupils with a focus on ‘positive news’ only.

Through an emphasis on the positive, rather than the often-predominant negative news that are in most daily newspapers, pupils discussed cultural practices in their countries, interesting events and shared their opinions on the many great stories in the world that celebrate the good sides of humankind.

This project is excellent example of true pupil collaboration and foreign language learning. Because the blog was run solely by the pupils, and thus their full responsibility, it was up to them to take the initiative to communicate in French with each other in order to choose what to write about, help each other in terms of language, and publish final articles.
INTERVIEW WITH DOMENICO MARINO AND MARTINE GAILLARD

1. What were the biggest challenges in running this project?
This project was born as a challenge between us, teachers and pupils, to make together a new experience. We wanted our pupils to find themselves in the condition in which they could communicate and compare with young people of their same age, who live in different but geographically similar places. Another challenge was to work with pupils of classes of different levels, projecting them in a different dimension, with reference to their own micro-world.

2. What were your expected pedagogical objectives for this project?
The main pedagogical objectives, which we achieved, were to:
• create a learning path that values pupils’ individual competences;
• motivate pupils to study different subjects together by contextualising activities in real situations;
• encourage real linguistic needs and curiosity in pupils; and,
• foster the acquisition of a critical and tolerant opinion, developed through dialogue and observation between different cultures.

3. What were your pupils’ impressions? What did your pupils get out of it?
Pupils particularly appreciated the cultural comparison that allowed them to:
• learn to relate to their peers in other European countries;
• interact by using foreign languages; and,
• enrich and strengthen their cultural identity through the discovery of other cultures.

Pupils improved their ICT abilities and discovered that technology allows one to meet and get to know people from abroad.

4. Why do you think your project has been rewarded at the European level?
However modest, I believe that our experience represents a first step towards a new way to teach, which overcomes the boundaries of the class and of the school institution. The activities required good planning with the setting of objectives, calendar of activities, expected outcomes and that had to be achieved by school systems which are different in terms of organisation, calendar, methods, etc...
This year long collaborative project brought scientific exploration to a new level as pupils worked together to formulate common results and conclusions as they observed the sun and its sunspots with the help of telescopes. The project did not rely on proven observations, but instead the observations of each partner in order to understand how and why the sun was acting and reacting.

Through observation, photos and video, pupils developed their results through videos and presentations on a common TwinSpace and met online through videoconferencing. Pupils co-developed a passion for astronomy as they shared their research, impressions and hypotheses with one another.

And as they shared, they in turn also developed friendships and learned about each other’s countries and day-to-day lives. Beyond astronomy, the project used English as their common communication language that allowed all pupils and teachers – none of whom are native English speakers – to develop their foreign language skills in a fun and interesting way. Under one sun, in six different countries, they learned together and from one another.
INTERVIEW WITH PROJECT PARTNERS

1. Why did you decide to work on this topic?
We like astronomy very much and our pupils do as well. We had a very good experience with our first project 'How is your sky?' and so we just wanted to keep on working together. We decided upon another idea for an astronomy project. In the curriculum in Slovenia there is a unit entitled, 'Observe and explore our neighbouring star.' As all partners had access to telescopes, we took this Slovenian inspiration and went forth with our telescopes.

2. What were the main benefits of the project for you?
The pupils gained knowledge about the English language and astronomy and successfully collaborated with pupils from different countries. Thanks to great communication between partner teachers, lessons became more innovative as we shared our educational and teaching methods. We managed to create a real scientific collaboration through all the experiments we conducted. Teachers of different subjects within the same school were also able to collaborate, and for many of us, this was a truly fruitful experience. Finally, the local papers wrote about the project, which allowed for both the local and school community to know about it and be involved.

3. What were your expected pedagogical objectives for this project?
Our pedagogical objectives were: to learn about the sun, especially about its sunspots and their behaviour; to use English as communication language, especially when it came to scientific vocabulary; to understand that collaboration is a necessary component in science studies; to have a scientific way of thinking, with hypothesis, experiments, calculations, results and conclusion; to use ICT tools such as astronomy software, dynamic geometry software, videoconferences and video tools; and to enhance autonomy. All these objectives were fulfilled, and in addition, pupils learned to use telescopes and all the software by themselves.

4. What were your pupils' impressions? What did they get out of it?
It was a great challenge for our pupils, but also a very positive experience. We had the opportunity to meet scientists specialised in solar observation which allowed pupils to ask questions, together with their partners, during videoconferences. Pupils were excited when they realised that the results they got in their experiments at school were the same ones that renowned scientists got. Many of them ended up developing a passion for astronomy and some even bought their own telescope.

5. How has your project contributed to innovation in your teaching?
Thanks to this partnership, we were able to work with our own material. We didn’t use observations made by professional observatories but by those of our partners. In that way, and through the use of all the ICT tools for communication and for the observations themselves, teaching became truly innovative.
New Destinations
What is life like in Lviv? What’s on the curriculum in Chisinau? What kind of technology is most popular in Tunis? Well, soon, you’ll be able to find the answers to these questions, and many more, when eTwinning welcomes Armenia, Azerbaijan, Georgia, Moldova, the Ukraine and Tunisia.

In the near future, eTwinning will continue this expansion by opening up to neighbouring countries on the eastern edge of Europe involved in the Eastern Partnership programme, i.e. Armenia, Azerbaijan, Georgia, Moldova, and the Ukraine. The eTwinning extension will also include one of our neighbours to the south, Tunisia.

As well as the original twenty-eight countries that eTwinning started with in 2005, we have subsequently welcomed Romania (2007), Turkey, Croatia and the Former Yugoslav Republic of Macedonia (2009) and Switzerland (2011) to, what is commonly known as ‘the Community for Schools in Europe’.

When they join eTwinning, please join us in saying:

Dobro pozhalavat’!

7. The Eastern Partnership is an initiative from the European Commission which seeks to enhance our relationship with countries on the eastern border of the European Union, as well as countries in the Caucasus region.
Bine aţi venit!
Bari galust!
Xoş gəlmişsiniz!
Ket‘ili ikos tk’veni mobržaneba!
Laskavo prosimo!
Welcome!
Now that you have gone through this book you should have a better idea of the richness of eTwinning. The journey you have taken has been full of people, projects, ideas and inspiration. Whether you are an experienced teacher, perhaps already involved in dozens of eTwinning projects and engaged in professional development activities, or you are just at the beginning and you are about to approach your eTwinning experience, this book has all the elements to start (or continue) on with the right foot.

eTwinning has also been on a long journey. Started in January 2005, it has grown year after year. Partnerships among different schools have become solid relationships between teachers throughout the continent. Side effects such as professional development and informal learning have now grown into a mainstream feature of the platform. When you start eTwinning, from whatever angle (contacts with peers, collaborative projects, Learning Events, Groups and more) you are never sure what will come next. This is why we think that eTwinning is not simply a successful education programme involving more than 170,000 teachers and 33 countries, but it’s a world of opportunities for all actors involved: teachers, pupils, principals, schools themselves, their local communities and their educational authorities.

As teachers in this book put it, eTwinning helps pupils, ‘understand they are part of a worldwide community where they have their place and their role’ and, ‘learn about the day-to-day lives of their European partners, their history and, of course, their current affairs.’ Teachers themselves must be, ‘flexible and open-minded’ to fully benefit from these opportunities and to ‘compare various school systems and learn new things.’ eTwinning goes well beyond the undeniable benefits in terms of use of technology and its relationship with pedagogy. It’s a methodology, a soft skill that changes the way one looks at schooling in a wider context.
eTwinning makes Europe your school and your home.

In seven years, eTwinning has passed through two EU education programmes: eLearning (when it all started) and then Lifelong Learning. Due to its flexibility and adaptability, but also to the bottom-up approach, eTwinning has been firmly established as a flagship of both programmes. Lifelong Learning will end in 2013 and a new programme will take over, the ambitious ‘Erasmus for all’. At present, the preparations for the programme are still underway. However, from the official communication available, we already know that eTwinning will have a strong role in the area of ‘Cooperation for innovation and good practices’:

‘Transnational cooperation projects are essential to encourage transparency, openness and excellence, and to facilitate exchange of good practices between institutions. In order to contribute to the governance and implementation of Europe 2020 and open method of coordination activities, the Programme will provide strengthened support to cooperation projects aimed at developing, transferring and implementing innovative education, training and youth practices.

The eTwinning initiative in school cooperation will be significantly strengthened and inspire similar initiatives for vocational education and training, adult learning and youth. It will be opened up to neighbourhood countries.’

8. Excerpts from the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Erasmus for All: The EU Programme for Education, Training, Youth and Sport.
This official recognition is probably the most visible (and durable) impact that eTwinning has developed after a seven year’s journey. It took us a while to get here, but it was worth it. However there are thousands of other small pieces of recognition, which make eTwinning special and human: from the more formal Quality Labels given to teachers, to the emotional relationships which have been established at school, local community and project level. Such ties have not been founded by decree, but remain as solid as stone and are the real foundations of the Europe of peoples.

In our journey to develop eTwinning together with the European Commission, our companions have been the teachers who have believed in what eTwinning has to offer and joined us with their skills and professionalism, the pupils who have inspired them and enthusiastically engaged in collaborative activities with peers around Europe, the National Support Services which have supported the action and favoured its establishment and growth.

One journey is about to end. eTwinning is now ready for a new and longer one.

Brussels, 31.7.2012

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